

U.S. - Latin American Relations

The Ohio State University

Semester/Year

T/R 09:30 to 10:45

Classroom

Robert F. Williams

Dulles Hall

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T/R 11:15 to 1:15 or by appointment

This course is designed to challenge the assumptions that we share about Latin America, the United States, and the position of both regions in the world. Lectures will provide a historical overview of the complex, tenuous relationship between the United States and Latin America since the nineteenth century. You should walk away from the course with a more nuanced understanding of U.S. attitudes and policy towards Latin America and the Caribbean.

This Course fulfills the GE requirement in the “Historical Study (HS)” category.

Within the undergraduate history major, this course satisfies the following requirements:

Category B: Breadth – Chronological, 1750 to the Present

Category B (2): Geographical Requirement: Latin America

Category C (1): Geographical concentration: Latin America

Category C (2) Thematic concentration: Human Conflict, Peace, and Diplomacy.

Learning Goals and Objectives: Goals

Students recognize how past events are studied and how they influence today’s society and the human condition.

Expected Learning Outcomes

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
4. Students exhibit an understanding of the political, economic, cultural, physical, and social dynamics that have shaped US and Latin American relations in the 20th.

Evaluations: All coursework will require you to use information from the assigned readings and lectures. Evaluations will be broken down into four categories: **midterm (25%)** and **final exam (35%)**, **participation and activities (15%)**, and **Model Diplomacy Project (25%)**.

Readings: There are two books, each one with a different purpose. The first, Smith’s *Talon’s of the Eagle*, is a textbook designed to give you a better understanding of the historical context of the weekly themes. The second, Holden and Zolov’s *Latin America and the United States*, is a document reader containing primary source material on the history of U.S.-Latin American Relations. Rather than taking another historian’s word for it, this reader will give you an

opportunity to analyze the words and actions of the people who made this history and experienced it firsthand. The readings must be completed by the beginning of class on Tuesday of each week. All readings are available for purchase at UNC Student Stores. In addition, I have placed copies on reserve at the Undergraduate Library.

Holden, Robert H. and Eric Zolov. *Latin America and the United States: A Documentary History*. Oxford: Oxford University Press, 2011.

Smith, Peter H. *Talons of the Eagle: Latin America, the United States, and the World*. Oxford: Oxford University Press, 2013.

Participation and activities: Despite the size, this is a participation-heavy class, with participation and activities corresponding to 15% of your final grade. Throughout the term, there will be a number of opportunities for you to engage in discussions, presentations, and other activities (written and otherwise), most of which require you to demonstrate your understanding of the weekly readings. Each time you participate in one of these forums, you will receive at least one participation point. At the end of the semester, we will tally up your total points to compute your participation grade, with 20 points being an A (95%), 15 points a B (85%), 10 a C (75%), and so on.

Model Diplomacy: All students will participate in one “Model Diplomacy” term project. Model Diplomacy is a simulation created by the Council on Foreign Relations that asks students to address an international crisis from the perspective of the United States government. For this project, we will be addressing the ongoing political crisis in Venezuela. You will divide into groups, each one assigned a different role (President, Joint Chiefs, National Security Advisor, etc.). Your group will be given readings and bring in its own background information to come up with a 5-page written recommendation and related oral presentation on how to address the crisis. At the end of the semester, each group will work with the others to come up with a solution to the crisis. For this project, your group will be graded equally on the following criteria: (1) argument, (2) research/use of sources, (3) historical accuracy, and (4) oral presentation. The **written recommendation and oral presentations** are due on **Tuesday, April 14th**. After the simulation, each student will write a **1-page report** describing her role in the project, due on **Tuesday, April 21st**.

Exams: There are two exams. Both may ask you to (1) define key terms (ID’s) from the lectures, and (2) write an essay linking larger historical processes discussed in the readings. Please bring a bluebook to both exams. The **midterm** is scheduled for **Thursday, February 20th** and the **final** is scheduled for **12 p.m. on Monday, April 27th**.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Students with disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

Electronic devices: After having consulted the relevant literature on learning and memory, I am banning the use of laptops or tablets in lecture (except those necessitated by some documented special need). It should go without saying that phone use in class is prohibited, and violation of this policy will lead to your removal from class that day. As just one piece of evidence I offer you this: https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?smid=fb-share&_r=0

Tentative Schedule—Subject to Change

Week 1: NO CLASS

Read: Syllabus on Sakai

Thursday: No Class

Week 2: Texas and Mexico

Read: Smith, 1-21 (read to end of page); Holden and Zolov, 1-20

Tuesday: Introduction

Thursday: The Texas Rebellion

Week 3: Gunboat Diplomacy

Read: Smith, 22-38; Holden and Zolov, 23-28, 33-35, 44-46, 63-65, 71-78, 82-83

Tuesday: The Mexican-American War

Thursday: The Spanish-American War

Week 4: Big Stick

Read: Smith, 38-60, 81-89; Holden and Zolov, 41-44, 86-106, 111-114, 119-121, 126-128

Tuesday: The Panama Canal

Thursday: The Mexican Revolution

Week 5: The Great Depression

Read: Smith, 92-113; Holden and Zolov, 122-123, 133-149

Tuesday: Depression Era Anti-Imperialism

Thursday: The Good Neighbor Policy

Week 6: The World at War

Read: Smith, 117-155; Holden and Zolov, 158-173, 177-196, 230-232

Tuesday: From WWII to the Cold War

Thursday: Guatemala 1954

Week 7: NO THEME

Read: None *Midterm*

Tuesday: Midterm Review

Thursday: *Midterm*

Week 8: The Cuban Revolution

Read: Smith, 155-161; Holden and Zolov, 202-204, 207-210, 215-220, 233-236, 367-372

Tuesday: The Cuban Revolution

Thursday: After the Revolution

Week 9: The Killing Zone

Read: Smith, 161-168, 170-176; Holden and Zolov, 273-287, 292-293, 302-309, 315-330

Tuesday: Hunting Che

Thursday: Chile and Operation Condor

Week 10: NO THEME

Read: None

Tuesday: *NO CLASS-SPRING BREAK*

Thursday: *NO CLASS-SPRING BREAK*

Week 11: The Nicaraguan Revolution

Read: Smith, 170-176; Holden and Zolov, 302-309, 315-330

Tuesday: The Nicaraguan Revolution and the Contra War

Thursday: The U.S. Condemned

Week 12: “Just Cause”

Read: Smith, 169-170, 314-316; Holden and Zolov, 335-338

Tuesday: Operation Just Cause

Thursday: The Massacre at El Mozote

Week 13: The War on Drugs

Read: Smith, 325-329; Holden and Zolov, 378-382

Tuesday: Colombia and Pablo Escobar

Thursday: Killing Pablo

Week 14: Neoliberalism

Read: Smith, 226-245; Holden and Zolov, 342-354, 393—400

Tuesday: NAFTA and the EZLN

Thursday: In-Class Work on Model Diplomacy Projects

Week 15: Crisis in Venezuela

Read: None ***Model Diplomacy Simulations Begin Tuesday, April 14th***

Tuesday: Begin Model Diplomacy Simulation

Thursday: Model Diplomacy Wrap-Up

Week 16: Chavismo and the Pink Tide

Readings: Smith, 226-245; Holden and Zolov, 342-354, 393—400

Model Diplomacy Reflection Papers Due Tuesday, April 21st

Tuesday: Hugo Chávez’s Venezuela

Thursday: Final Review

FINAL EXAM: DAY DATE TIME LOCATION*